

Hamilton High School

ARIZONA SCHOOL REPORT CARD 2003-04

3700 S. Arizona Avenue, Chandler, AZ 85248

Chandler Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School
Achievement Profile *

Highly Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Dr. Fred DePrez
Schedule : 7:00 AM to 4:30 PM
Grades : 9-12
2003 Enrollment : 3122
Web Address : ww2.chandler.k12.az.us/hhs
Phone Number : (480) 883-5000
Fax Number : (480) 883-5020
E-mail : deprezf@chandler.k12.az.us

Mission

The mission of Hamilton High School is to prepare students to be successful in their academic, personal and professional lives.

School / Academic Goals

- ü Proficiency in Core Academic Areas: Students will meet or exceed district and state standards.
- ü Student Personal Development: Students will use problem-solving skills to resolve conflicts and issues of concern.

Instructional Programs

- ü School-to-Work/Career Pathways
- ü Honors Classes
- ü Advanced Placement/Dual Credit
- ü Special Education

Enrollment

October 1, 2002 School Year Student Enrollment : N/A
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 302

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 5 hours 30 minutes
First Day of School : 7/30/2003
Last Day of School : 6/3/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 3 School Administrator(s)
- 2 Non-certified Employee(s)
- 18 Teacher(s)
- 9 Parent(s)
- 0 Community Member(s)
- 8 Student(s)

Council Duties

- Ü Advisory to Administration
- Ü Instructional Strategies
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü Extracurricular Activities

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	5.00	Teacher	159.00
Other Professional Staff	8.00	Teacher Aide	14.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	28	12	0	0
4 to 6 years	9	18	0	0
7 to 9 years	3	24	0	0
10 or more years	5	69	1	0

Shared Responsibilities

School

HHS offers students a safe learning environment where they are challenged to work to their highest level of performance in academics, athletics and the arts. We also prepare the students to be successful, participating members of their community.

Parents

Parents support the high academic, attendance and discipline policies set forth by the site-based council of the school in order to have their student reach his/her highest potential.

Resources Available at School Site

Special Facilities

- Ü Chandler Public Library On-site
- Ü Twelve Computer Labs

Extracurricular Activities

- Ü Vocational Student Organizations
- Ü Student Government
- Ü Music Council and Performing Groups
- Ü Sports/Athletic Activities

Social Services

- Ü Job Placement Service
- Ü Clothing/Food Banks
- Ü Health Services/Blood Drives
- Ü Crisis Intervention

Transportation Policy

Transportation is provided for students living within the Hamilton High School boundary.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Stanford 9 and AIMS scores exceed State and county averages.

- ü Our partnerships with Intel and Microchip have allowed our students to learn and use technology.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü National Merit Scholars	2003
ü Sun Lakes Rotary Teacher of the Year	2003
ü Military Academy Appointments	2003
ü All State Choir and Band Students	2003

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona	
			% 7-8	% 9-12
Attendance Rate ²	100	95	94	96
Transfers Out ³	6	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	7	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	1			8
Status Unknown ⁹	0			6
Graduation Rate ¹⁰	88			76

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	853	1430	57534	104	94	91	505	508	491	26	26	46	19	17	16	34	30	23	21	26	15
All Students (Prior Year)	820	1413	51010	NA	NA	NA	497	496	483	28	33	45	21	21	20	34	30	23	17	16	11
Female	429	698	28155	106	96	90	507	509	491	24	25	47	21	19	16	32	29	24	24	26	14
Male	423	728	28932	102	92	89	503	507	491	28	27	46	17	16	15	36	32	23	19	25	16
African American	63	106	2558	97	88	86	494	493	475	34	41	64	29	22	15	29	26	16	9	12	6
Hispanic	147	340	17547	97	83	86	493	492	475	41	44	64	20	19	15	29	24	15	10	13	6
Asian/Pacific Islander	37	62	1395	137	107	96	519	542	519	19	13	22	16	13	16	32	20	28	32	55	35
American Indian/Alaskan Native	16	31	3794	80	91	91	487	493	468	36	39	72	43	32	13	14	14	12	7	14	3
White	575	870	29790	104	97	86	509	514	501	21	19	34	18	16	17	36	35	29	26	30	20
Students with Disabilities	76	119	5562	NA	305	93	484	483	461	38	41	79	38	35	10	25	24	8	0	0	3
Students without Disabilities	777	1311	51972	95	89	90	505	508	492	25	26	45	19	17	16	34	31	24	22	26	15
Limited English Proficient Students	43	103	5467	NA	NA	111	465	461	458	88	86	87	6	9	7	0	3	5	6	3	1
Migrant Students	NC	11	702				NC	478	471	NC	67	74	NC	0	9	NC	33	14	NC	0	3
Economically Disadvantaged	NC	NC	10446				NC	NC	472	NC	NC	70	NC	NC	13	NC	NC	13	NC	NC	4
Non-Economically Disadvantaged	852	1429	47088				505	508	495	26	26	42	19	17	16	34	30	26	21	26	17

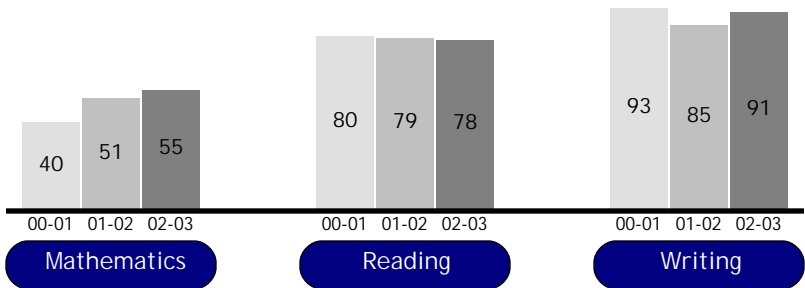
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	835	1396	56700	102	92	89	529	526	512	6	7	15	17	18	23	63	61	52	15	14	10
All Students (Prior Year)	814	1398	50525	NA	NA	NA	532	529	517	4	5	12	17	17	22	59	58	51	20	19	15
Female	423	686	27862	105	94	89	537	532	517	3	5	12	14	16	22	63	61	54	20	18	12
Male	411	706	28398	99	89	88	520	520	507	9	9	19	20	21	24	63	61	49	9	9	9
African American	59	101	2529	91	84	85	515	510	495	4	4	24	24	32	31	69	59	41	4	4	4
Hispanic	143	331	17305	94	81	85	515	506	494	9	16	24	20	26	31	61	53	41	9	6	4
Asian/Pacific Islander	36	60	1382	133	103	95	538	545	530	3	2	6	19	17	17	61	61	59	16	20	17
American Indian/Alaskan Native	18	33	3815	90	97	91	505	507	489	20	17	29	20	31	35	47	38	35	13	14	2
White	564	849	29209	102	95	84	534	534	525	5	4	9	14	13	17	64	66	59	17	17	15
Students with Disabilities	68	113	5215	NA	290	87	487	487	478	31	29	43	15	21	29	54	50	25	0	0	2
Students without Disabilities	767	1283	51485	94	87	89	529	526	513	5	7	15	17	18	23	63	61	52	15	14	11
Limited English Proficient Students	44	100	5378	NA	NA	109	477	471	471	50	51	48	38	34	36	13	14	15	0	0	0
Migrant Students	NC	12	689				NC	488	486	NC	33	31	NC	17	36	NC	50	30	NC	0	2
Economically Disadvantaged	NC	NC	10358				NC	NC	492	NC	NC	26	NC	NC	33	NC	NC	37	NC	NC	4
Non-Economically Disadvantaged	834	1395	46342				529	526	516	6	7	13	17	18	21	63	61	54	15	14	12

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	889	1493	55090	109	98	87	498	496	479	5	7	16	4	4	13	90	88	70	1	1	0
All Students (Prior Year)	836	1430	50572	NA	NA	NA	501	497	481	4	6	14	10	9	23	84	83	63	1	2	1
Female	447	731	27752	111	100	89	507	502	483	3	6	13	3	3	12	93	90	75	1	1	0
Male	441	759	26842	107	96	83	489	490	474	8	8	20	6	5	15	86	86	65	1	1	0
African American	67	111	2336	103	93	78	490	485	464	8	9	25	3	4	14	87	86	62	2	1	0
Hispanic	153	365	16391	101	89	81	485	475	458	8	15	28	7	6	16	84	78	56	1	0	0
Asian/Pacific Islander	37	62	1356	137	107	93	498	513	499	9	5	7	6	4	9	78	84	83	6	7	2
American Indian/Alaskan Native	20	35	3731	100	103	89	479	478	446	12	9	37	6	3	16	82	88	47	0	0	0
White	600	897	29053	108	100	84	503	505	492	4	4	8	3	3	12	92	93	79	1	1	0
Students with Disabilities	66	108	4141	NA	277	69	481	481	436	9	9	47	9	9	18	82	82	35	0	0	0
Students without Disabilities	823	1385	50949	101	94	89	499	496	479	5	7	16	4	4	13	90	88	71	1	1	0
Limited English Proficient Students	42	109	4711	NA	NA	96	439	427	422	41	55	61	6	11	13	53	34	26	0	0	0
Migrant Students	NC	13	666				NC	445	444	NC	33	39	NC	0	11	NC	67	50	NC	0	0
Economically Disadvantaged	NC	NC	10168				NC	NC	453	NC	NC	32	NC	NC	18	NC	NC	50	NC	NC	0
Non-Economically Disadvantaged	888	1492	44922				499	496	484	5	7	13	4	4	13	90	88	73	1	1	0

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	86	54	48	43	93	45	44	37	95	54	48	41
	Language	85	58	50	41	94	52	48	38	95	59	53	42
	Mathematics	84	68	64	59	94	66	66	56	96	77	72	60

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

HHS has worked with parents, students, staff and police to develop and implement a safe school program. As the result of these efforts, we received a state grant for an SRO police officer, video surveillance cameras and increased security guards.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

21

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Fred DePrez	(480) 883-5000
Transportation Policy	Cathy Brown	(480) 812-7240
Community Resources	Terry Locke	(480) 812-7650
School Nutrition Programs	Kathy Smith	(480) 883-5000
Parent Organization	Katherine Thornhill	(480) 883-5000
Student Health/Nurse	Michelle Onacki	(480) 883-5000

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards